

## Syllabus for P. G. Entrance Test (M.Ed programme)

**Total Marks: 60**

## Unit I Education & Philosophy

- i) Nature & Meaning of Education
- ii) Aims of Education – individual and social.
- iii) Nature and Meaning of Philosophy
- iv) Relation between Philosophy & Education
- v) Significance of Philosophy of Education

## Unit II Major Philosophies of Education

- i) Naturalism                  ii) Idealism
- iii) Pragmatism.              iv) Existentialism                  (4)

**Unit III      Educational Thinkers & their Contribution in developing Principles of Education.**

- |      |                   |   |                        |     |
|------|-------------------|---|------------------------|-----|
| i)   | M. K. Gandhi      | : | Basic Education        |     |
| ii)  | Tagore            | : | Shanti Niketan         |     |
| iii) | Swami Vivekananda | : | Man making Education   |     |
| iv)  | John Dewey        | : | Learning by doing      |     |
| v)   | Froebel           | : | The play way method    |     |
| vi)  | Montessori        | : | The didactic Apparatus | (4) |

## Unit IV Culture & Social Change

- i) Concept & Dimensions of Culture
- ii) Characteristics of Culture
- iii) Relationship between Culture & Education with special reference to conservative and creativity roles
- iv) Concept of social change
- v) Factors of social change
- vi) Roles of Education Vis-à-vis social change. (4)

**Unit V                      Psychology & Educational Psychology**

- i) Nature & Meaning of Psychology.
- ii) Methods & Scope Psychology.
- iii) Nature & Meaning of Educational Psychology.
- iv) Functions of Educational Psychology. (4)

**Unit VI      Learning & Motivation**

- i) Concept of learning & its nature
- ii) Factors of influencing learning – Personal & Environmental
- iii) Motivation – Nature, Types:  
- Techniques of enhancing learner's motivation
- iv) S-R Theory of Learning (Thorndike)
- v) Operant Conditioning theory of learning (Skinner)
- vi) Gestalt theory of Learning (Kohler et al). (4)

**Unit VII      Intelligence**

- i) Nature & Meaning
- ii) Measurement of Intelligence – Concept of I.Q, Verbal, Non-verbal & Performance tests.  
(One test from each category to be discussed)
- iii) Two-factor Theory (Spearman)
- iv) Multifactor Theory (Thurstone)
- v) Structure of intellect (Guilford) (4)

**Unit VIII      Personality**

- i) Meaning & nature
  - ii) Development of Personality – biological & socio-culture determinants.
  - iii) Integration of Personality
  - iv) Trait-theory of Personality (Allport)
  - v) Factor-theory of Personality (Cattell)
  - vi) Psycho analytical theory of Personality (Freud)
- Educational Implications of the above mentioned theories. (4)

**Unit IX      Education in Ancient & Medieval India**

- i) Vedic Education
- ii) Brahmanic Education

iii) Buddhist Education

Detailed description of Salient features, Objectives, Curriculum, Methods of Teaching, Role of Teacher of these systems of Education

- iv) Muslim Education - its Salient features, Objectives & Curriculum. Method of teaching & role of teacher. (4)

**Unit X** **Education in British India** : Detailed study of the following landmark documents:

- i) Macaulay's Minutes (1835)
- ii) Wood's Despatch (1854)
- iii) Indian Education Commission (1882)
- iv) Indian Universities Commission (1902) & Act, (1904)
- v) Gokhlee's Bill (1910-12)
- vi) Sadler Commission Report (1917)
- vii) Govt. of India Act (1935)
- viii) Sargent Report (1944) (4)

**Unit XI** **Problems & Issues**

- i) Universalization of Elementary Education
- ii) Women's Education
- iii) Distance Learning
- iv) National & Emotional integration.
- v) Medium of Instruction
- vi) Education of Weaker Sections
- vii) Adult Education
- viii) Quality Control in Higher Education (4)

**Unit XII** **Teaching & its Models**

- i) Concept of teaching.
- ii) Characteristics & Functions of teaching.
- iii) Phases of teaching (Jackson)
- iv) Principles & Maxims of teaching
- v) Concept Attainment Model (J.Bruner)
- vi) Synectics Model (W.Gordon)

Syntax, Social system, Principles of Reaction, Support System, Instructional effect, Application. (4)

i)	Microteaching	-	Nature & Meaning, Main proposition, Phases, Steps, Merits & Limitations.	
ii)	Simulated	-	Nature & Meaning, Mechanism, Teaching Role Play & T-group.	
		-	Advantages & Limitations.	
iii)	Programmed Learning	-	Meaning & Characteristics,	
		-	Principles & Development of the Programmed instructions.	
		-	Types.	
		-	Merits & Demerits.	(4)

- i) Bloom's Taxonomy of instructional objectives:
  - Cognitive, Affective & Psychomotor domains
- ii) Formulation of Instructional Objectives (Mager's)
- iii) Meaning & Significance of lesson planning
- iv) Approaches to Lesson planning.
  - a) The Herbartian Steps.
  - b) Gloverian approach.
- v) Skill lesson & Appreciation lesson.

(4)

- i) Play Way Method
- ii) Dalton Plan
- iii) The Project Method
- iv) Heuristic Method. (4)